



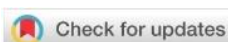


Kahoot-Based PAI Learning Evaluation

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Abstract

Evaluation in learning is an action or process to determine the value of learning success of a student after the learning process. The purpose of this research is to find out the Kahoot Application-based PAI Learning Evaluation at SDN 32 Rejang Lebong. The rapid development of technology in the field of education requires educators to be able to innovate in utilizing media, one of which is the kahoot application. Research using qualitative research with a type of case study research. The research methods used in this research are interviews, documentation and observation. For data analysis, researchers apply the triangulation method by rechecking. In this study, the results obtained from the use of the kahoot application as an alternative in evaluating PAI learning at SDN 32 Rejang Lebong have maximized its use. Through this kahoot application, it attracts students' interest in answering questions and this kahoot application can also see the extent of students' understanding of the material that has been given by educators with the aim that an educator can evaluate learning and can map difficult questions for students to be reinforced or review difficult material with different ways of teaching.

A. Introduction

When the learning process takes place, an educator has an important task as a conveying material as well as being obliged to develop learning topics in order to provide optimal learning results in accordance with the expected learning objectives. To achieve this goal, learning media innovations are needed that can be used to improve the ability of students to learn easily and efficiently based on the knowledge and abilities needed in the learning process, so that the material provided can be easily understood by students.

Students require an engaging learning medium in order to meet these learning objectives. In education, media serves as a conduit or conductor between message sources and message listeners, arousing their emotions, willingness, and thoughts to motivate and include them in the process of learning (Muttaqin, 2017). For students to actively participate in the learning process, it is a reciprocal process of interaction and communication. Learning media is generally understood to be a tool that facilitates the teaching and learning process, enabling the messages to be understood more clearly and the educational or learning objectives to be met successfully and quickly (Dwijayani, 2019).

Kahoot is one type of media that can be used for education. The website URLs for the game application Kahoot are <https://kahoot.it/> for students and <https://kahoot.com/> for teachers (Rofiyarti & Sari, 2017). All of Kahoot's features are available for free to access and utilize (Syelfia Dewimarni et al., 2022). Kahoot's online internet-based interactive media has four features, namely games, quizzes, discussions, and surveys (Niama et al., 2023).

Schools and other educational institutions use the game-based learning platform Kahoot as a teaching tool (Nugraha & Nugraha, 2022). Instructors may create game-based tests, debates, and surveys with Kahoot! (Al Ghawail & Ben Yahia, 2022). According to Murillo et al., the development of imaginative and powerful gaming experiences that facilitate students' total value creation will lead to fulfilling active learning without

compromising academic achievement and enable the acquisition of a skill set that is extremely pertinent for professionals in the twenty-first century (Murillo-Zamorano et al., 2021). Kahoot can be used to motivate students to learn (Licorish et al., 2018). Bicen and Kocakoyun concluded that the impact on students by applying Kahoot's Gamification Approach made them more excited and motivated to learn. (Bicen & Kocakoyun, 2018).

Learners involved in the game do not need to create a new account, because it can be accessed directly through the website browser available on gadgets, laptops, or computers. Seeing this, an educator can see the response of students through questionnaire answers which will be used as an evaluation in learning.

Evaluation in learning is an action or process to determine the value of learning success of a student after carrying out the learning process (Al-faruq, 2023). Of course, to get good results, a good understanding is also needed from students. The purpose of this study is to analyze the learning process that uses the kahoot application as an alternative evaluation of PAI learning at SDN 32 Rejang Lebong. The results of the kahoot game the teacher can use as a saving point value for students which will be useful at the end of the semester as an addition to the student's report card (Ma'ruf & Alfurqan, 2022)

B. Research Methods

This study is qualitative in nature. The goal of this study is to examine how PAI learning is evaluated using the Kahoot app. The research's data gathering was done in the field. In-depth interviews are used in this study. Purposive sampling is the method used in this study to choose informants. The principal, the PAI Maple teacher, and the sixth-grade pupils who use the Kahoot app are the targets of the informants. Based on the theories associated with the research title, the interview questions were designed. There were three questions in the entire interview. Data reduction and collection techniques used in qualitative data analysis were used to examine the interview's outcomes. The process of methodically gathering and organizing the data that the researcher has collected is known as data analysis (Sugiyono, 2014).

C. Result and Discussion

According to the research, the PAI teacher at SDN 32 Rejang Lebong used the Kahoot application to assess students. The quiz questions included in the assessment required students to use critical thinking skills to answer the questions in accordance with previously studied material. Teachers also used this application to help students recognize how science and technology have advanced, particularly in the field of education. Researchers will use observations and interviews they performed at SDN 32 Rejang Lebong to discuss the research's findings.

The process of applying Kahoot Application in Islamic Education learning at SDN 32 Rejang Lebong

Along with technological advances, the world of education has an impact on the education sector. This makes all those in the education agency must develop and create new things so that learning objectives can run well along with the times.

Therefore, PAI teachers at SDN 32 Rejang Lebong utilize the development of science and technology by utilizing technology in the form of media created and developed as part of the learning process, this is shown by teaching tools that use the kahoot application. Researchers also obtained findings through interviews where PAI teachers said that using the Kahoot application can make it easier for educators to assess the abilities of students honestly. By using the kahoot application, it also does not make students tired of working on questions, therefore the benefit is that children become enthusiastic and do not get bored doing quizzes even though doing so requires critical thinking in answering the questions.

The application of the kahoot application in this learning also trains students not to do things that are not commendable, for example cheating so that they have to rely on their own abilities. From the narrative of 6th grade students, they said that using the kahoot application was not difficult to use. With the kahoot application that has a display and quizzes that are not boring, it makes learning fun. In addition, when we started we felt like a competition so that in answering we were very careful in answering. We can also immediately see our scores through the infocus that has been displayed by the PAI teacher.

Constraints faced by PAI teachers in using the Kahoot application at SDN 32 Rejang Lebong

Based on the findings that have been carried out, there are several obstacles faced by PAI teachers at SDN 32 Rejang Lebong 1) Facilities and Infrastructure such as wifi where the signal is not strong and does not reach class 6, then facilities such as infocus and laptop which cannot be operated due to lack of these tools.

2) relatively short time where before using the kahoot application it took a lot of time to insert tools and materials, connect to the internet, condition pins to students. 3) not being accustomed to the use of digital tools makes teachers have to be patient and slowly do habituation so that students can properly use it.

Efforts made by PAI teachers in using the Kahoot application at SDN 32 Talang Benih

Based on the findings that have been obtained, the researchers concluded that some of the efforts made by PAI teachers of SDN 32 Rejang Lebong in overcoming some obstacles by reporting to superiors to justify the wifi network, providing adequate infocus and preparing special labor for children to learn to use leptop. In its application, the teacher diverts the cellphone as a substitute for the leptop with a note that at the entrance time the cellphone is immediately handed over to the PAI teacher and taken back when used after that the PAI teacher takes it again to be stored until the clock goes home.

The researcher's findings regarding the usage of the Kahoot application as an assessment tool for Islamic religious education learning at SDN 32 Rejang Lebong were gathered through observations, documentation, and interviews. The Kahoot application has been utilized by Islamic religious education learning as an assessment tool, as evidenced by the execution of Islamic religious education learning evaluation activities.

First, about the Kahoot app as a tool for learning assessment. The results show that using this application can increase students' enthusiasm for learning. As a result, during implementation, learning evaluation is made enjoyable and kids are not under pressure to provide answers about the material they have studied. Therefore, it can be concluded that using the Kahoot application is effective. This is in line with existing research that learning that only pegs on marker writing tools and blackboards will make the learning atmosphere tend to be boring, therefore media is needed in the learning process and it has been proven that the role of media can help realize success in the learning process (Adiko, 2019). However, it should be noted that the use of this media must be adapted to students, as stated in his book that the existence of various learning styles owned by students should be taken into consideration by teachers in choosing and using learning media.

The media that has been used at SDN 32 Rejang Lebong with the kahoot application is also intended as an alternative to measure students' understanding of the material that has been given, namely by providing quiz games through the kahoot application with the aim of evaluating the success or failure of the learning that has been done. in keeping with the current philosophy, which holds that evaluation plays a significant role in the educational process at all teaching modalities and periods. Because its users do not fully understand the underlying notion, the term evaluation is frequently used interchangeably. Test, measurement, and assessment are the terminology in dispute. Therefore, every student must be familiar with the fundamental ideas that are directly related. The basic goal of evaluation and assessment is to ascertain the efficacy and efficiency of learning activities, with the primary indicator being the degree to which learners successfully accomplish the established learning objectives.

Secondly, the researchers found that the evaluation process looks like there are no obstacles. But from the results of the interview behind the successful application of the kahoot application there are several obstacles in the stages of implementation. These obstacles are not a big problem that results in the application of this application not running smoothly. According to Robit, in the implementation of educational policy evaluation, everything is inseparable from the name of the problems and obstacles that are experienced. Therefore, with regard to measurement in evaluation concerning the use of certain concepts as a tool to measure the level of success and failure of a program, education policy needs to overcome some of these problems (Jaysurrohman et al., 2021).

When faced with multiple hurdles during the learning process, educators must undoubtedly be wise in how they overcome them. Referring back to the responsibilities of educators, paragraph 2 of article 29 of National Education System Law Number 20 of 2003 defines educators as professionals tasked with providing direction and training. An educator must be capable of realizing the objectives of national education within the framework of the system that oversees the planning, execution, and evaluation of the educational process (Zain Sarnoto, 2017).

In addition to being visually appealing and transparent when displaying scores, Kahoot is also simple to use. Students are therefore more driven to learn in order to get the highest possible score of (Firdiansyah & Pamungkas, 2021). According to the blabla research findings, students felt they had the ability to assess their own learning, which had been more experiential and active, and they had the chance to more effectively present what they had learned, which was highly intriguing when considering the metacognitive process (Prieto et al., 2019). According to Damayanti and Dewi study, "Kahoot Application Development

as a Media Evaluation of Student Learning Outcomes," 80% of the validation results provided by subject matter experts were deemed "valid". Media professionals receive an 84% "valid" rating. Experts in evaluation are given an 80% "valid" rating. Additionally, the trial's results showed a 45-point improvement in student scores, with an average pretest score of 43.1 and a posttest score of 88.1. In conclusion, 92% of students rated their use of Kahoot as "very good" in the assessment of their responses (Damayanti & Dewi, 2021). Thus, it can be said that using the Kahoot program as a tool for assessing learning outcomes in the classroom is legitimate, efficient, and useful.

D. Conclusion

The usage of the Kahoot application as an option for measuring PAI learning at SDN 32 Rejang Lebong has maximized its utility, according to the findings and discussion of this field research. In PAI courses, the Kahoot application is used once teachers have distributed the lesson materials. With the help of this Kahoot application, students are drawn to answering questions and are able to gauge how well they understand the material that has been taught by educators. This allows educators to assess their students' learning and identify areas of difficulty so that they can review or reinforce the material in a different way.

The obstacles faced by educators during the process of applying the kahoot application at SDN 32 Rejang Lebong are generally seen from the facilities provided by the school. If the facilities do not meet the automatic there are several obstacles, otherwise if the facilities are complete it can help educators optimize the operation of using the kahoot application well.

The efforts made by educators in implementing the kahoot application are to master technology both from how to run, how to use and how to operate it. In this case, educators also communicate with superiors by explaining the constraints, especially inadequate facilities during the learning process. Then educators also carry out class management by controlling and conducting class agreements so that the learning process can run well.

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